



EDUCATION EQUALS PARTNERSHIP

Local Data Sharing
September 2014
Child Welfare Council

Power of Data

Data is required to drive good decisions at both the **state** and **local** level

Aggregate state level data in *Invisible Achievement* **1 and 2**

Improvements being made in **timely and accessible data at the local level** in the Educational Partnership

Invisible Achievement Gap

Sources: CALPADS and CWS/CMS

Two matching process using personal information such as first name, last name, middle name, date of birth, city of schooling, and home residence

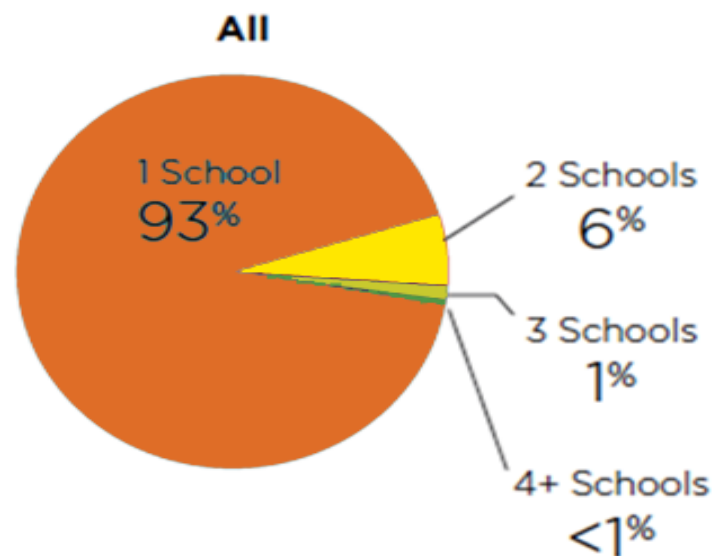
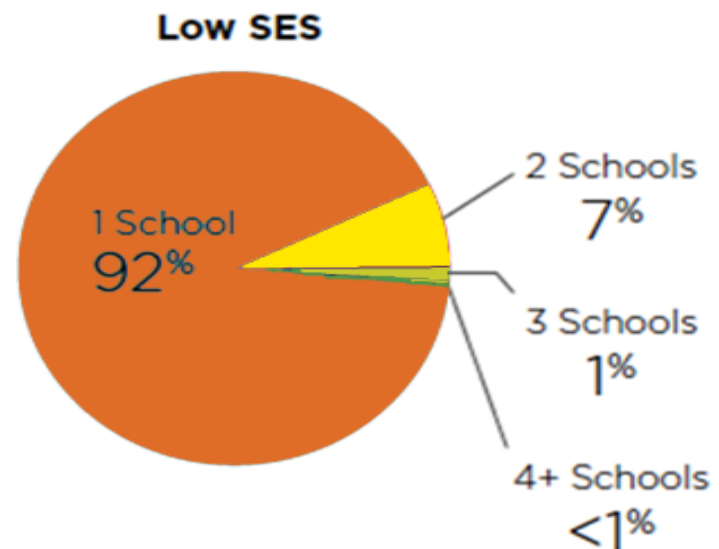
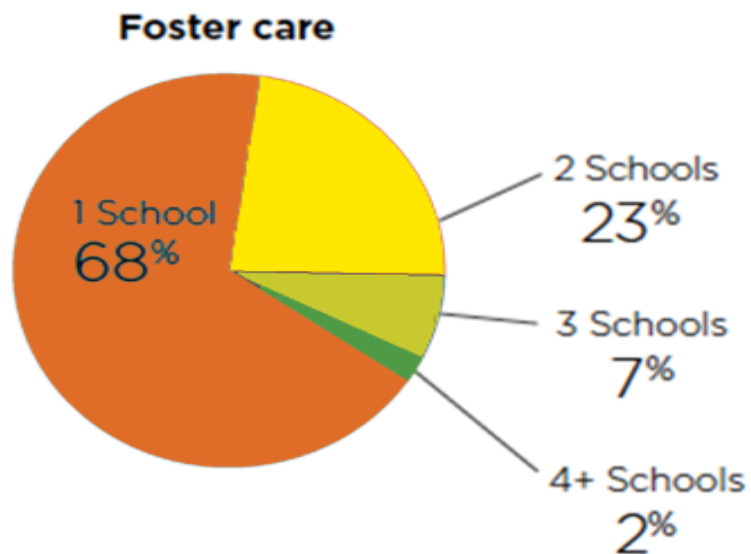
Matching rate of over 80%

Matched sample of 43,140 students with an open episode of mental health care during the school year (August 1, 2009 and June 1, 2010)
6 million K-12 students statewide

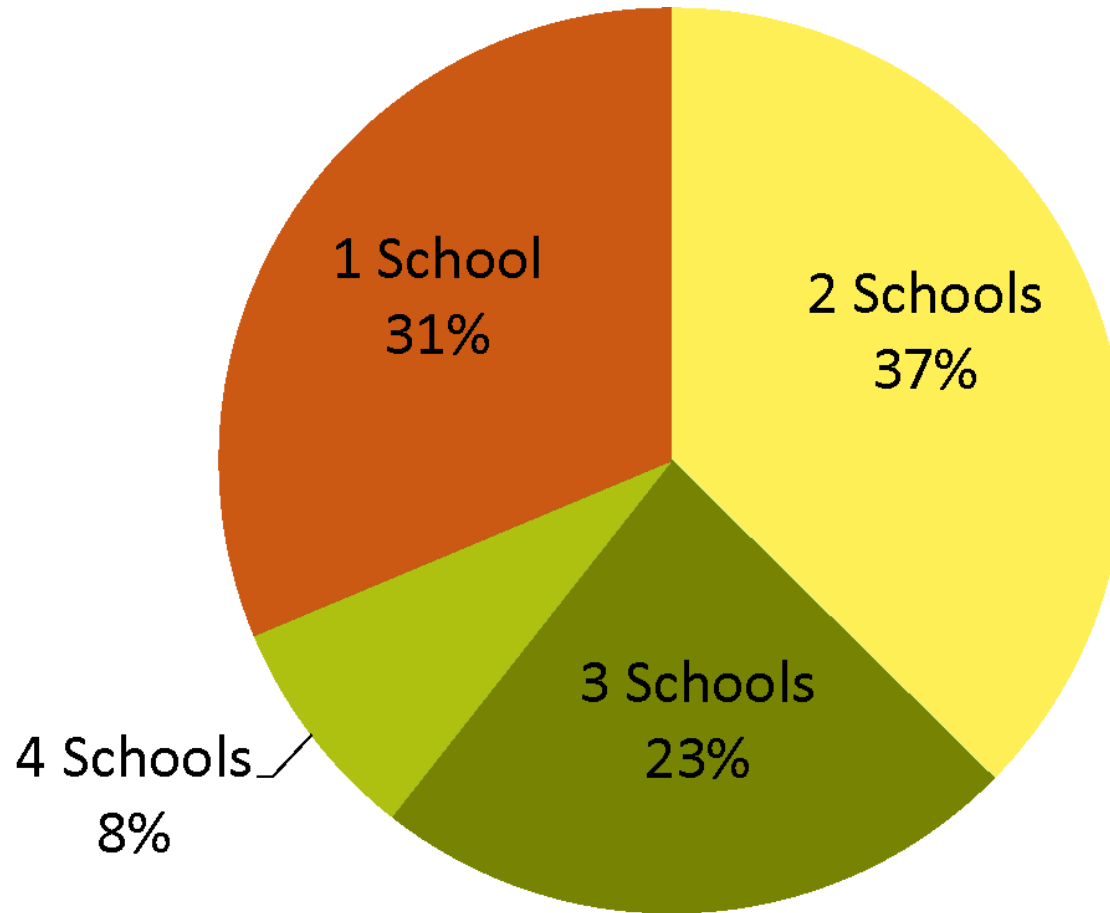
School Districts With the Most Students in Foster

School districts (Rank)	Foster care
(1) Los Angeles Unified School District	5,043
(2) Fresno Unified School District	923
(3) San Diego Unified School District	867
(4) Elk Grove Unified School District	711
(5) Long Beach Unified School District	617
(6) Sacramento City Unified School District	543
(7) Moreno Valley Unified School District	541
(8) Antelope Valley Union High School District	538
(9) San Bernardino City Unified School District	507
(10) San Francisco Unified School District	503
Total 10 school districts	10,793
Total California	43,140

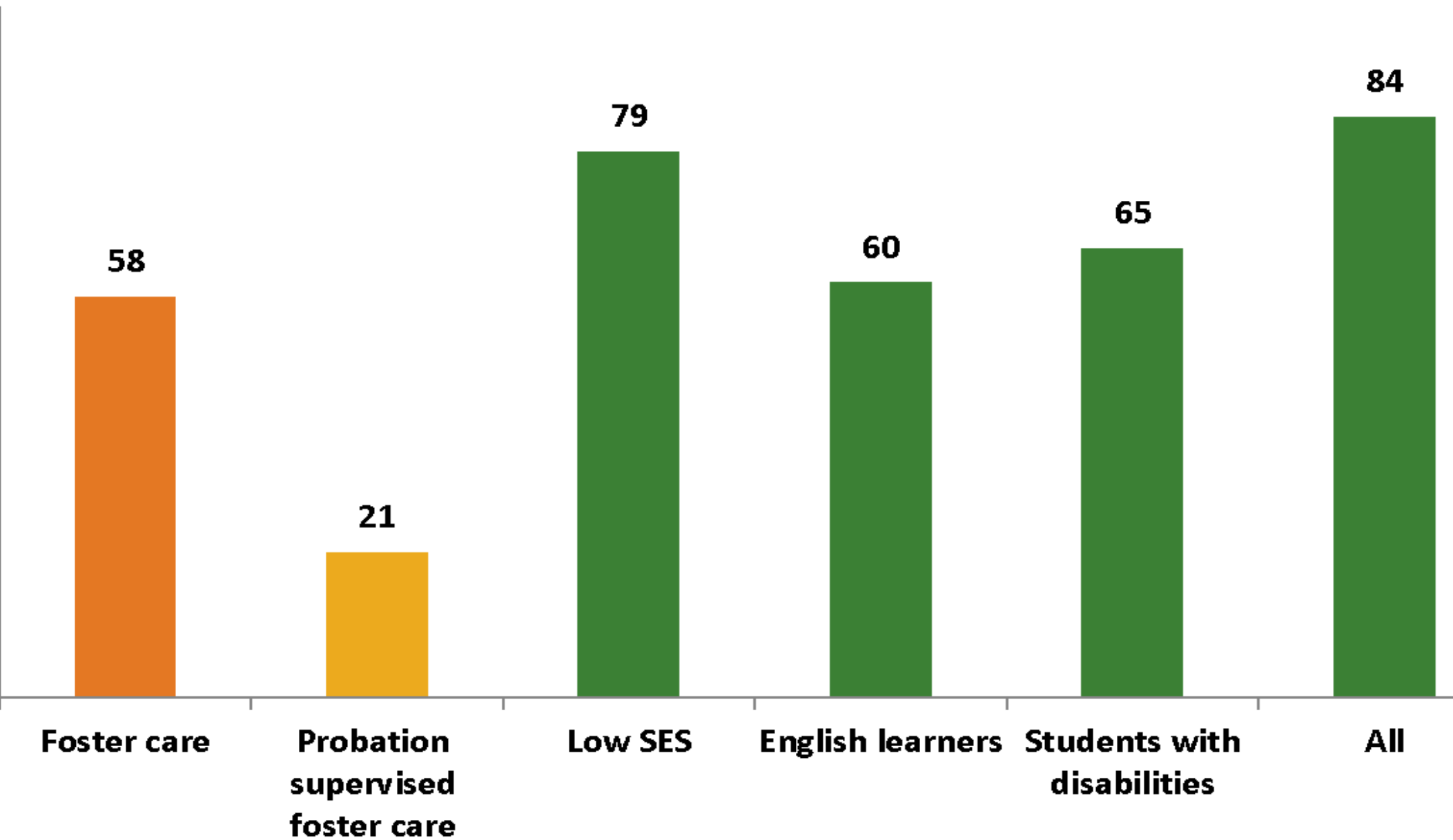
er of Schools Attended During the School



Number of Schools Attended During the School Year for Probation Supervised Foster



e 12 Graduation Rate



What is Education Equals?

Over the next year, \$10 million statewide collective impact project featuring 10 California demonstration counties sharing a common age-appropriate set of education outcomes for students in foster care beginning in kindergarten and extending across the entire education continuum through college.

Wildly Important Goals



Build Robust
Community
of Practice



Harness
Power of
Real Time
Data



Pilot
Education
Screen





I Data for Program Management

nty Baseline Indicators reports

ramento County Example

at, Now What, So What Activity

Data to Improve Student Outcomes

ication Progress Summary

ication Screen

ation Progress Summary Report

time data for the adults supporting students
in foster care

ed out in all Education Equals sites

itive reaction from stakeholders including t
rts

ation Screen

ntifying Strengths

t on a social and emotional learning frame

d with students in transition

vision a future where the systems that support student
set up to...

consistently and with sincerity both the small and the significant progress stud
culture of learning and leadership at all staff levels in order to increase the impa

strong partnerships between child welfare, school districts and other child-servi
to ensure the availability of a robust array of supports and services to meet and
needs and aspirations.

capacity of adults to be strong and effective supporters of students' dreams for

at students in foster care have all of the same options and opportunities to eng
eers and establish policies and practices that give a higher priority to the needs
instead of what is best for the system
